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Saint Francis Xavier College

ANNOUNCEMENTS

1922 - 1923



Xavier Park
4928 Cottage Grove Avenue
Telephone, Oakland 2740

THE COLLEGE CALENDAR

1922 - 1923

Summer Session—1922

June 24	Saturday	Registration
June 26	Monday	Summer Session opens.
July 4	Tuesday	Independence Day; a holiday.
Aug. 5	Saturday	Close of Summer Session—Examinations.

Autumn Quarter—1922

Sept. 22	Friday	Registration for Entering Students.
Sept. 23	Saturday	Registration for Matriculated Students.
Sept. 25	Monday	Autumn Quarter begins.
Nov. 1	Monday	All Saints'; a holy day.
Nov. 30	Thursday	Thanksgiving Day; a holiday.
Dec. 8	Friday	A holy day.
Dec. 19	Tuesday	} Quarterly Examinations.
Dec. 20	Wednesday	
Dec. 20	Wednesday	Autumn Quarter ends.

Winter Quarter—1923

Jan. 3	Wednesday	Winter Quarter begins.
Feb. 22	Thursday	Washington's Birthday; a holiday.
Mar. 23	Friday	} Quarterly Examinations.
Mar. 24	Saturday	
Mar. 26	Monday	} Spiritual Retreat for the Students.
Mar. 27	Tuesday	
Mar. 28	Wednesday	
Mar. 28	Wednesday	Winter Quarter ends.

Spring Quarter—1923

April 3	Tuesday	Spring Quarter begins.
May 10	Thursday	A holy day.
May 30	Wednesday	Memorial Day; a holiday.
June 12	Tuesday	} Quarterly Examinations.
June 13	Wednesday	
June 14	Thursday	Conferring of Degrees.

THE FACULTY

DEPARTMENT OF ARTS, LITERATURE AND SCIENCE

MOTHER MARY IRMA

Dean of Saint Xavier College.
Professor of Classical Languages and Literature.
A. B., Catholic University of America, 1912.
A. M., Catholic University of America, 1913.

SISTER MARY LOYOLA

Professor of English Language and Literature.
Ph. B., University of Chicago, 1915.
A. M., University of Chicago, 1917.
Ph. D., (registered) Catholic University of America, 1920.

SISTER MARY ANGELE

Professor of Philosophy and Education.
Chicago Normal College, 1897.
A. B., Catholic University of America, 1917.
A. M., Catholic University of America, 1918.

SISTER MARY LOUIS

Professor of Romance Languages and Literature.
Ph. B., University of Chicago, 1919.
A. M. (Registered), University of Notre Dame, 1920

SISTER MARY CAMILLUS

Professor of German Language and Literature.
A. B., Catholic University of America, 1913.
Ludwig-Maximilian Universitat, Munchen, 1913-1914.
A. M., University of Chicago, 1918.

MISS K. LUCILE McKLUSKEY*

Director of Chemistry and Physics Department.
S. B., University of Chicago, 1918.
Ph. D., University of Chicago, 1921.

SISTER MARY CELESTE

Professor of History and Sociology.
Ph. B., University of Chicago, 1918.
A. M., Loyola University, Chicago, 1920.

SISTER MARY CORONA

Instructor in English.
A. B., Catholic University of America, 1919.

SISTER STELLA MARIA

Librarian
Ph. B., St. Xavier College, 1921.

REVEREND J. AMBROSE MURRAY

Professor of Scriptures and Religion.
Ph. D., University of the Propaganda, Rome, 1911.
S. T. D., University of the Propaganda, Rome, 1915.

*On Leave of Absence, 1922-23

THE FACULTY—Continued

MR. A. W. BELLAMY

Director of Biology Department.
S. B., Kansas State Agricultural College, 1914.
Ph. D., University of Chicago, 1919.

MISS HELEN LANGER

Associate Professor of French.
A. B., University of Wisconsin, 1917.
A. M., University of Wisconsin, 1918.
Ph. D., University of Wisconsin, 1921.

MISS BLANCHE B. BOYER

Instructor in Greek and Latin.
A. B., Eureka College.
A. M., University of Chicago, 1921.

MISS ———

Instructor in Chemistry.

MISS MARY REICHELDERFER

Instructor in Mathematics.
A. B., University of Ohio, 1921.
A. M., (Registered), University of Chicago, 1922.



THE ST. FRANCIS XAVIER COLLEGE FOR WOMEN

Historical

In response to a call to Chicago by its first Bishop, Rt. Rev. Wm. Quarter, D. D., the Sisters of Mercy from Pittsburgh, founded the Saint Francis Xavier Academy in 1846. The charter, dated February 27, 1847, granted the privilege "to confer on such persons as may be considered worthy such academic or honorary degrees as are usually conferred by similar institutions."

Although post-graduate students have been on the Academy register at various times, no systematic undergraduate course leading to a degree was offered previous to 1912.

After the removal of the Academy from 2834 Wabash Avenue to its present location in Xavier Park, the institution developed to a point where the addition of new departments seemed advisable, and the Saint Francis Xavier College for Women was accordingly incorporated on March 25, 1912.

A circular of information was issued in the Summer of 1915 and the College was opened for instruction in the Autumn of 1915.

The College is affiliated to the Catholic University of America, Washington, D. C., and has the full recognition of the State Department of Public Instruction of Illinois.

The College holds membership in the Federation of Illinois Colleges, in the Association of American Colleges, in the American Council on Education, and in the Catholic Educational Association.

Purpose

The Saint Xavier College came into existence in answer to a demand for an institution in Chicago for young women who desired to pursue advanced study where their Catholic standards of faith and morals would not be undermined.

Because of the evidences of appreciation of their endeavor, manifest in a growing student-body, in student interest and achievement, and in the support and encouragement of patrons and friends, the Sisters of Mercy are confirmed in their purpose of affording opportunities and facilities for higher education.

Just as there has been an ever increasing emergence of grammar school graduates into secondary schools there is at present a wholesale emergence of high-school graduates into college. The splendidly equipped Catholic High Schools of the city bear witness to the fact that the Catholics of Chicago desire increased educational opportunities for young women. The secondary schools for girls, conducted by the Sisters of Mercy in Chicago, registered over eight hundred students last year; and the magnificent Mercy High School, now being erected upon the block from Eighty-third to Eighty-fourth Streets, between Sangamon and May—will attract hundreds of Catholic girls attending the over crowded public high schools of the South side. From this and other high schools on the South side will come an ever-increasing number of students for Saint Xavier College.

Location

The College is temporarily located on the South side of Chicago, one block west of Drexel Boulevard and two blocks north of Washington Park. The Cottage Grove Avenue cars pass Xavier Park between Forty-ninth and Fiftieth Streets. Within a radius of three miles are a score or more of Chicago's finest private and public schools.

Buildings

Until more commodious quarters are available, the College is under the same roof as the Academy. The main building, together with its furnishings, is valued at over half a million dollars, and it is estimated that the campus is worth three-hundred and fifty thousand dollars.

The segregation of the College and preparatory students is practically complete. The classes in the College and in the High School are run on different schedules—sixty-minute periods in the College and fifty-minute periods in the Academy. There is one faculty of instructors for the College and another for the Academy. The Conservatories of Music and Art, however, enroll students from either the College or the Academy.

Laboratories*

The building at 649-651 East Forty-Ninth Street, known as the Rosslyn Annex, houses the College Laboratories.

The Chemistry Laboratory is completely equipped for twenty-four students in the courses offered: General Chemistry, Qualitative Analysis, Quantitative Analysis and Organic Chemistry. There is a store room, a dark room, and a balance room.

On the second floor of the Rosslyn Annex, opposite the Chemistry Laboratories, is the laboratory for College Physics.

The Biology Laboratories are adequately equipped for the courses offered.

For the field work in Sociology, abundant facilities are to be found in Chicago. The work of the Sisters of Mercy in orphanages, hospitals and schools brings them in contact with the ablest workers in this department of charity and philanthropy.

The Libraries

The libraries of the college include the general library and the departmental libraries. The general-library reading room is attractive and well supplied with periodicals. The librarian in charge of the general library gives her full time to the needs of this department. The bound volumes in the general library number 11,251 and are classified in accordance with the Dewey System. The general library serves the needs of students in all departments and those who have paid their library fees may borrow one or two books at a time.

There are over seven thousand books in the Departmental Libraries of the College. These books are for the use of students in the respective departments and have been carefully selected to furnish the reference material needed for the courses offered. A student librarian is in charge of the departmental libraries.

The Cottage Grove Avenue cars which pass the College stop at the John Crerar Library (over 450,000 volumes), the Chicago Public Library (over 980,000 volumes), and the Newberry Library (over 390,000 volumes).

Requirements for Admission

Students will be admitted to the Freshman Class either by examination or by certificate of an accredited High School or Academy. Students received on certificate are regarded as upon probation during the first year and are dropped

*The academic laboratories of Physics and Chemistry are located in the main building.

if a deficiency be demonstrated. Fifteen units of work are required for admission, a unit being the equivalent of five recitations a week in one branch of study for a school year.

Prescribed Units

English (composition and literature)	3 units
Mathematics (algebra and geometry)	2 units
Physics or chemistry or botany or zoology, with laboratory work . . .	1 unit
Latin, Greek or any modern language (both units in the same language)	2 units

The remaining seven units may be selected from any subjects counted toward graduation in an accredited four-year High School. The standard to be attained in all subjects accepted in satisfaction of the requirements for admission is the standard set by the College Entrance Examination Board of the National Educational Association.

Special Students

Students over twenty-one years of age who give evidence of maturity, earnestness of purpose, and adequate preparation, may be admitted to pursue special studies in connection with the regular classes without conforming to the requirements for a degree.

Advanced Standing

A candidate who offers credits from another college must present a certificate of honorable dismissal from such institution. She must also submit an official statement showing the subjects completed by her. Claim for advanced standing, in order to receive recognition, must be made by the student within the quarter after entrance.

The Unit of Time and the Unit of Work

The College year is divided into four quarters: Summer, Autumn, Winter and Spring. The Summer Quarter is a short session of six weeks. There are twelve weeks to each of the other quarters.

Classes meeting four or five days a week for a quarter are major courses (Mj.). A course of two hours a week is called a minor (M.). Two hours in the laboratory count as one hour in class. Students may enter at the beginning of any quarter. One major is equivalent to three and one-third semester hours.

Examination in Courses

All courses close with a written examination. These examinations will be held on the days specified in the Calendar. A fee of one dollar must be paid for each examination taken at any other time.

Grades

Each course receives one grade, which combines the results of all tests and is lowered by absences. Tardiness counts as one-fourth an absence. The value in grade points of the letters by which courses are graded is as follows:

Grade	Standing	Major Credit	Points
A	Excellent	1	6
A—		1	5
B	Good	1	4
B—		1	3
C	Fair	1	2
C—		1	1
D	Passing	1	0
E	Conditioned	Second Exam.	—1
F	Failure	0	—2

A student whose average is below D may be dismissed at the end of her third quarter.

Requirements for Degrees

The Bachelor's degree is conferred when the student has completed thirty-eight majors with the sum of at least seventy-two grade points. These thirty-eight majors must include three majors of English (including courses 1 and 3), three majors of science, three majors of mathematics, three majors of a foreign language, three majors in History and sociology, and three majors in education and philosophy. In addition the thirty-eight majors must include one principal sequence of at least nine coherent and progressive majors taken in one department, or in a group of departments, and one secondary sequence of at least six majors selected from a different department or group of departments. The sequences selected by the student must have the approval of the Dean.

If the sequence chosen is English, courses 1 and 3 may not be included in the sequence.

The degree of A.B. is conferred when the principal sequence consists of eleven majors of Latin, including entrance work, and seven majors of Greek. A secondary sequence of six majors is also required.

For the degree B.S. both sequences must be selected from the mathematics or science departments.

The sequences for the degree Ph.B. may be selected from any of the departments.

The degree of Bachelor of Music is given by the Conservatory of Music. For this degree students must have obtained a Teachers' Certificate and a Diploma from the Conservatory of Music. The courses in music, art, and expression are outlined in the special Announcements of the Conservatory of Music, Art and Expression.

Normal Courses

The equivalent of the junior year's work in a recognized normal school is attendance of one year in a recognized higher institution in which the following credits have been earned:

Second Grade Certificate Course

English.....	6 semester hours
Mathematics or Natural Science.....	6 semester hours
History or Social Science.....	6 semester hours
Educational Psychology.....	3 semester hours
Principles and Methods of Teaching.....	3 semester hours
Electives.....	6 semester hours
Total.....	30 semester hours

This course of study takes one year. Students who complete it are eligible for second grade certificates which are issued by the Illinois State Examining Board at the request of Saint Xavier College.

First Grade Certificate Course

The equivalent of graduation from a recognized normal school is attendance of two years in a recognized higher institution in which the following credits have been earned:

English.....	6 semester hours
Mathematics or Nature Science.....	6 semester hours
History or Social Science.....	6 semester hours
Education (Educational Psychology, History of Education and Principles and Methods of Teaching) ..	6 semester hours
Practice Teaching.....	6 semester hours
Electives.....	30 semester hours
Total.....	60 semester hours

At the request of Saint Xavier College, The Illinois State Examining Board issues a First Grade Certificate to those students who complete this course of study.

High School Certificate

Students who receive their Bachelor degree from Saint Xavier College and present certified credits as listed below, accompanied by faculty recommendation of ability to teach in the high school—will be granted a high school certificate, without examination, by the Illinois State Examining Board.

Certified Credits

- 8 semester hours in English.
- 3 semester hours in Educational Psychology.
- 3 semester hours in Principles and Methods of Teaching.
- 6 semester hours in other Educational Courses.
- 3 sequences of not less than 16 semester hours each in three high school subjects or groups of related subjects.
- 3 sequences of not less than 8 semester hours each in three high school subjects.
- 28 semester hours elective.

The Pre-Medical Course

Eighteen majors (two years) of college work are required.

1. Chemistry 1, 2, 3, 4, and 5. The student is advised to take Quantitative Analysis, but this is not required.
2. Physics 1, 2, and 3. Trigonometry is a prerequisite to Physics I.
3. Biology. General Zoology and Vertebrate Zoology; Biology 3 and 6.
4. French or German. At least four majors of college work.
5. Mathematics. Trigonometry. College Algebra is advised but not required.
6. English. Two majors of college composition.
7. Latin. Three majors unless the student has completed two years of high school Latin. Latin 1, A and B, and Latin 2A.

Terms

Matriculation, payable on first entrance.....	\$ 5.00
Board, laundry.....	350.00
Private rooms.....	100.00
Tuition.....	105.00
Library fee.....	2.00
Luncheon for day students.....	80.00
Typewriting.....	30.00
Fee for the Bachelor degree.....	15.00
One major course.....	12.00

Private lessons in music, art, and expression are rated by the hour. See the

Announcements of the Conservatory of Music, Art and Expression.

Description of Courses

Courses printed in heavy faced type are given in the year 1922-1923.

The number in parenthesis immediately following the description of the course gives the actual number of hours in which the work is covered. An hour is one class period of fifty-five minutes.

Scholarships

A number of scholarships covering the cost of tuition in college for four years has been established. Partial scholarships are available for young women of attainment and promise who are employed in the city and have time to devote to study.

The "Mother of Mercy Scholarship" is open to an alumna of the Saint Francis Xavier Academy.

Graduates from the Chicago Catholic High Schools or Academies are eligible for honor scholarships. These scholarships may be revoked at the end of any quarter if the holder's work is not maintained at a satisfactory grade.

Religion

The courses in Religion are one-hour courses, except where otherwise indicated. No credit is given for the courses in Apologetics, Scripture, and Church History unless the A, B, and C parts of these courses have been completed.

- 1A. Apologetics. Christianity and the non-Christian religions. Necessity of some religion. Necessity, possibility and discernibility of Revelation. (12) Winter, 1922. Dr. Murray.
- 1B. Apologetics (continued). The True Church; its constitution, its credentials. Rule of Faith. Nature of God; Unity and Trinity of God; Creation; Fall of man and its consequences. (12) Spring, 1922. Dr. Murray.
- 1C. Apologetics (completed). The Incarnation. Redemption; Exposition of the Mysteries; Discussion of Heresies. Life, privileges, and prerogatives of the Mother of God; Mary's place in the work of Redemption in the Church and in the lives of the Faithful. (12) Autumn, 1922. Dr. Murray.
- 2A. Scripture. Introduction to the study of Scripture. General introduction to the Old Testament. Number and classification of books. Language of the Old Testament; linguistic changes. (12). Dr. Murray.
- 2B. Scripture (continued). The analysis of the Pentateuch; Exodus. Rise and Fall of the Jewish Monarchy. Special study of individual books. (12) Winter, 1922. Dr. Murray.
- 2C. Scripture (completed). The New Testament; History of the formation of canon, language, contents, divisions of the New Testament. Special study of the Gospels. Early History of the Church as outlined in the Acts of the Apostles and in the Epistles. (12) Spring, 1922. Dr. Murray.
- 3A. Church History. History of the Church from its foundation to 313 A. D. (12) Autumn, 1922. Dr. Murray.
- 3B. Church History. The Church from 313 A. D. to the restoration of the Western Empire (800 A. D.). (12) Winter, 1923. Dr. Murray.
- 3C. Church History. The Church from Charlemagne to the Death of Boniface VIII. (12) Spring, 1923. Dr. Murray.
- 3C. Church History. The Church from 1303 to the beginning of the Protestant Reformation. (12).
- 3D. Church History. The Church from the Protestant Reformation to the French Revolution. (12).

- 3E. Church History. The Church from the French Revolution to the Present Time. (12).
4. **Christian Doctrine.** An introductory course in Religion for those Catholic students who do not come from Catholic secondary schools. (12) Autumn, 1922. Sister Mary Camillus.

Philosophy

Philosophy 1, 2, 3, 4, 5, 7, 8, and three starred courses may be used as a principal sequence in this department.

1. **General Psychology.** Definition, scope and methods of psychology; explanation of psychological processes; the senses, imagination, memory; judgment; reasoning; volition; emotion; relation of soul and body. (60) Mj.
2. **Genetic Psychology.** Nature and scope of Genetic Psychology; its practical applications. Development of the organism. Advance in mental structure. Development of motor activity. Co-ordination of movements. Play; the dramatic instinct. Language as a factor in mental development. Origin of volition. Inhibition. Pleasure and pain; their importance for mental development. Cultivation and control of emotion. (60) Mj.
3. **Logic.** A study of concepts and terms; their logical import, their various kinds. Judgments and propositions; their import and classification. Inferences. Syllogisms. Fallacies incident to formal reasoning. Induction; its growth and effects. (60) Mj. Autumn, 1922. Sister Mary Angele.
4. **History of Philosophy I. Ancient and Mediaeval Philosophy.** Development of philosophical systems in the Oriental, Greek and Roman schools; influence on Patristic and Scholastic philosophy; rise, growth and results of Scholasticism. (48) Autumn, 1922. Sister Mary Angele.
5. **History of Philosophy II. Modern and contemporary philosophy.** The transition period. Modern philosophical systems; the neo-scholastic revival; present tendencies of philosophical systems. (48) Winter, 1923. Sister Mary Angele.
- *6. **Epistemology.** Certitude, opinion, doubt, knowledge. Criteria of certitude; foundations of belief; evidence and its sources.
7. **Introduction to Philosophy I. Meaning and scope of philosophy, its relation to the special sciences.** Structural aspect of the world. Dynamic aspect of the world. Matter and life. Evidences of purpose in the world. Determinism; the problem of freedom. Monism; dualism; materialism; spiritualism. (48) Winter, 1922. Sister Mary Angele.
8. **Introduction to Philosophy II. Origins, life, consciousness, human intelligence.** Evolutionism and creationism. God, His existence and attributes; relation to the world. Agnosticism, Theism, Pantheism. The ultimate purpose of life; immortality. Moral values. (48.)
- *9. **Cosmology.** A study of the material universe. Matter; early speculations regarding its ultimate nature; atomism, dynamism, creationism. Theories of evolution. Mendelism. The laws of physical nature and miracles.
- *10. **Philosophy and Mind.** The ultimate nature of mind. Phenomenalism, the actuality theory; substance of mind. Materialism. Parallelism. Interdependence of brain and mind. Spiritualism. Reality and unity of soul. Scholastic theory of the soul. (48.)
- *11. **Metaphysics.** Definition and scope of metaphysical science. Notion, attributes and predicability of being, essence, existence, categories, cause. (48.)
- *12. **Ethics.** Character and scope of Ethics. Various systems of ethics; criticism of chief systems. Conduct. Morality of human acts. The norm of right conduct. Natural law. The nature and origin of right, the nature and origin of society, civil authority. (48) Spring, 1923. Sister Mary Angele.

Education

Courses 4 and 5 are required for teachers' certificates. Education 1, 2, 3, 7, 8, and any four starred courses make a principal sequence in education.

1. History of Education I. Ancient, Early Christian and Mediaeval Periods. Educational ideals, systems and methods in ancient China, Japan, India, Persia and among the Greeks and Romans; early Christian schools; Fathers of the Church. Early and later Mediaeval Schools; rise and growth of universities. (60) Mj.
2. History of Education II. Renaissance and Reformation. Humanistic educational theory; humanistic schools and scholars; spread of the humanistic movement to France and northern countries. The Reformation in Germany; theories and practices of the Protestant Reformers; effects of the Reformation, the Catholic Reaction, the Jesuits and other teaching orders. (60) Mj. Winter, 1922. Sister Mary Angele.
3. History of Education III. Modern; realism and the humanistic realists. Sense realists. Religious organizations engaged in teaching. The psychological movement in education; its theories and exponents. Development of modern school system in Europe and the United States. (60) Spring, 1922. Sister Mary Angele.
- *4. Educational Psychology. This course deals with the physical and mental development of children and aims to establish a series of psychological principles which should govern school practices. A detailed study is made of the mental processes involved in the learning of elementary school subjects. (48) Mj. Autumn, 1922. Sister Mary Angele.
- *5. The Principles and Methods of Teaching. The principles underlying the teaching process are carefully considered. Special consideration is given to the broadening purposes underlying the subject-matter. Discussion of project teaching, interest, drill, supervised study, and individual differences. (48) Winter, 1923. Sister Mary Angele.
- *6. Class Organization and Management. This deals with class management as distinguished from instruction. Study of recitation program, management of classrooms, discipline, responsibilities of teachers, supervision of health. Methods of using standardized tests, forms of supervised study and the problem of grading and marking. (48).
7. Philosophy of Education I. A discussion of the facts, principles, and theories which serve to determine the nature of the educative process and educational aims. The ultimate aim of Christian education. Balance for development and education for economic efficiency. (48).
8. Philosophy of Education II. Education for social efficiency; education for citizenship. Educative agencies: the home; the church; the school. The nature and function of the curriculum; the teacher and his training. (48) Mj.
- *9. Methods of Teaching in High Schools. The course deals with the problems of teaching and not with general administrative problems. The following topics are discussed: purposes of secondary school education; training in motor skill; foreign language instruction; problem-solving; self-activity; measuring the results of teaching. (48) Mj.
10. Methods of Teaching History. (See History).
11. Methods of Teaching French. (See French.)
- *12. Educational Sociology. An examination of the relations between education and sociology for the purpose of determining the function of education as adjustment to the environment. Rights of the individual as compared to the rights of the group, particularly the State. Contemporary social needs will be analyzed with a view of making the necessary applications to administration, subject-matter and discipline. Vocational education, vocational guidance, educational surveys, schools for backward and subnormal children will be discussed. (48) Mj.

Social Science

The instruction in this department is under the direction of Sister Mary Celeste. Nine starred courses in History or a combination of six starred courses in History and three starred courses in Economics and Sociology may be used as a principal sequence.

History

1. European History. The Mediaeval Period, 376-1300. The invasion and settlement of the barbarians; the revival of the empire; the growth of the Papacy, and the struggle between those two; Mohammed and his religion; the Crusades; the rise of nationalities; Mediaeval institutions; the rise of universities. (60) Mj. Winter, 1922.
2. European History. The Later Mediaeval and Early Modern Period, 1300-1715. The Renaissance; The Reformation; religious wars; the struggle for constitutional liberty in England; the ascendancy of France; England's colonial supremacy. Emphasis will be placed upon underlying principles and upon causes and effects. (60) Mj. Spring, 1922.
3. European History. The Later Modern Period, 1715-1900. Attention is devoted to the following topics: The rise of Prussia; the Seven Years' War; the expansion of England; the era of the French Revolution and Napoleon. Following this, the course will treat the political reconstruction of Europe in 1815; the creation of united Italy and the loss of the temporal power of the Pope; the rise of Japan; the relations between Russia, Turkey and the Balkan States. (60) Mj. Autumn, 1922.
- *4. History of England. Political and Constitutional History of England to 1485. (60) Mj. Winter, 1923.
- *5. History of England. Political and Constitutional History of England from 1485 to the present. (60) Mj. Spring, 1923.
- *6. American History. (A). Colonial Period, 1607-1783. Colonization and colonial institutions; the American Revolution. (48) Mj. Spring, 1923.
- *7. American History (B). The Formation and Growth of the Nation, 1783-1829. (48) Mj. Winter, 1922.
- *8. History of the United States: Sectional Conflict and National Development, 1829-1918. (48) Mj. Spring, 1922.
- *9. Mediaeval Civilization. Religious, social, economic and intellectual development of mediaeval society. Mj.
- *10. Expansion of Europe in the Nineteenth Century. The colonial and commercial expansion of Europe in the Eastern Hemisphere, with particular reference to the problems of colonial and world politics in the Near and Far East. Mj.
- *11. Europe During the Reformation (1517-1648). The causes, events and results of the Reformation in Europe. Mj.
- *12. The English Reformation. Pre-Reformation England; Henry VIII and the royal scruples; Wolsey and the divorce; the break with Rome; the Church of England; Edward VI and Protestantism; Mary Tudor and the Catholic Restoration; age of Elizabeth; the counter-Reformation; social and political changes. Mj.
- *13. The French Revolution and the era of Napoleon. The decay of the French monarchy; Louis XVI; attempts at reform; the calling of the States-General; the republic; Napoleon Bonaparte. Mj.
- *14. The Great War. National reorganization, material progress and worldwide expansion, formation of alliances and development of causes of conflict, history of the war. (48) Mj. Autumn, 1922.
- *15. The Teaching of History in Secondary Schools. Mj.
- *16. Teachers' Course in American History. The teaching of history in the upper grades of the elementary schools. The effects of geographical environment upon industrial and social life. Mj.
- *17. Survey of the Ancient Orient from Prehistoric Times to Alexander the Great. Mj.
- *18. The Roman Empire. A brief study of the origin and growth of the imperial power in its several transformations to Justinian; the expansion of the empire and the tendency towards disintegration; the struggle with the barbarians; the triumph of Christianity; social structure and the economic problems of the Empire. Mj.

Economics

1. Introduction to Economics. A general introductory course. The students are introduced to the economic problems of the modern state. The main factors and forces of industry, commerce and transportation which give rise to modern social conditions are discussed. (60) Winter, 1923. Mj.
- *2. Industrial History of England. Mj.
- *3. Industrial History of the United States. Mj.
- *4. Modern Economic Problems. Distribution under socialism, co-operation, profit-sharing, the minimum wage, the eight-hour day, tax reforms, etc. Mj.

Sociology

1. Introduction to Sociology. An introduction to the scientific study of social problems. (60) Autumn, 1922. Mj.
- *2. The History of Social Reform. An attempt is made to relate the social experiments of the past with the problems of the present. (60) Spring, 1923. Mj.
- *3. Problems of Industry. A discussion of problems in American industrial life. Students are required to write occasional short papers in connection with their private reading, and one report on a specially assigned topic. (48) Mj.
- *4. Modern Immigration. A study of immigration as a social problem. (48) Mj.

English

The instruction in this department is under the direction of Sister Mary Loyola, who is assisted by Sister Mary Corona. As a principal sequence the student may select nine of the starred courses. With English as a principal sequence, any six starred courses from one of the following departments may be offered as a secondary sequence; Biology, Chemistry, German, History, Romance Languages, Classical Languages, Education or Philosophy, Mathematics.

Courses 1, 3, and 12 are required of all students and may not be included in a sequence.

A. RHETORIC AND ENGLISH COMPOSITION

1. A practical training in the art of writing. Instruction is given in introductory lectures, in written corrections on papers written by the students, and in conferences between the instructors and students. (Required of Freshmen. Students who do not make a grade of C or better must take English 2 in the subsequent quarter.) (60) Mj. Autumn, 1922.
2. Rhetoric and Themes. Short and long themes on topics connected with some course the student is pursuing. Conferences between instructor and student form the most important part of the work. (60) Mj. Winter, 1923.
3. English Composition. Emphasis upon narrative and expository writing. (60) Mj. Spring, 1923.
- *4. Journalism 1. The collecting and writing of news. Exercises and assignments in writing the news-story. (48).
- *5. Journalism 2. Editorials and special articles. Assigned readings; preparation of feature articles and reviews. (48).
- *6. Journalism 3. Typography. The aim of the course as planned is to teach the student the origin, history and development of printing and the allied lines; to cover practical instruction in the preparation of manuscript, proof-reading, spelling, correct division of words, uniformity of punctuation, capitalization and abbreviation, proper selection of type sizes and faces, printing, ink, paper-making, art work, engraving, the preparation of dummies and visualizing of the finished work. (48) Spring, 1922. Sister Mary Corona.
- *7. Argumentation and Debate. Structure of argument. Brief-drawing, analysis, evidence and refutation developed through their application to topics in representative fields of thought. (48).

B. PUBLIC SPEAKING

9. Public Speaking. This course is designed to train students to gather, select, arrange and present material. The class is regarded as an audience and the students present short, original speeches with the view of instructing, arousing, convincing, persuading and entertaining them. (54).
- *10. Interpretation of the Printed Page. The course trains the student to discover the contents of the printed page. Accuracy of observation and care in analysis are the principal objects to be attained. (48) Spring, 1923. Sister Mary Loyola.
- *11. Vocal interpretation of poetry. The purpose of the course is to show what poetry is, and to train the student in rendering it orally. The student's appreciation of the literature discussed is constantly tested through her vocal expression. (48).

C. ENGLISH AND AMERICAN LITERATURE

12. Historical Survey of English Literature. Required readings arranged chronologically to reflect the historical development of English literature from the beginning to 1800. (48) Mj. Winter, 1923.
13. Historical Survey of English Literature. Continuation of Course 12. The nineteenth century writers. Study of literary forms, prose style and versification. (48) Mj. Spring, 1923.
- *14. Shakespeare. The reading and interpretation of representative plays. (48) Mj. Autumn, 1922. Sister Mary Loyola.
- *15. American Literature. Colonial American Literature. A study of the literature from the beginning through Irving, Cooper and Bryant. (48).
- *16. American Literature. Continuation of Course 15 with special stress on the development of literary activity since the civil war. (48).
- *17. The English Drama (exclusive of Shakespeare). From the beginning to 1600. Special stress on the rise of the mediaeval religious drama. (54) Mj. Winter, 1923. Sister Mary Loyola.
- *18. The English Drama. Continuation of Course 17. From 1600 to 1700. (54) Mj. Spring, 1923. Sister Mary Loyola.
- *19. Chaucer: "The Canterbury Tales." An introductory course for students who have had no training in Middle English. (54) Mj. Winter, 1922. Sister Mary Loyola.
- *20. Dante in English. Readings in Dante's works, especially "The Divine Comedy." (48) Mj. Spring, 1922. Sister Mary Loyola.
- *21. English Prose Fiction. The development of the novel is stressed. (48.)
- *22. Browning and Tennyson. (48) Mj. Autumn, 1922. Sister Mary Loyola.
- *23. Pre-Raphaelitism in English Literature. (48) Mj. Winter, 1922. Sister Mary Loyola.
- *24. English Literature from 1798 to 1832.
- *25. English Literature from 1832 to 1892.

D. OLD ENGLISH

- *26. Old English (beginning course). The prose in Bright's Anglo-Saxon Reader and Elementary Grammar.
- *27. Old English: Poetry. The poems in Bright's Reader, and the first thousand lines of Beowulf. Study of meter and characteristics of Old English poetry. (48) Mj.
- *28. Old English: "Beowulf." Reading of the text and examination of some of the problems connected with the poem. (48) Mj.

Classical Languages

The instruction in this department is under the direction of Mother Mary Irma and Miss Boyer. For the Bachelor of Arts degree seven majors of Greek and three majors of the starred courses in Latin are required. Courses 1A and 1B are offered for those who begin the study of Latin in college. Students who have credit for two years of Secondary School Latin should take Course 2A; those with credit for four years of Latin should register for Course 4A if they wish to continue Latin in college.

Greek

1. Elementary Greek. Allen: **FIRST YEAR OF GREEK** is the text used. (60) Winter, 1922. Mj. Mother M. Irma.
2. Elementary Greek (continued). Allen: **FIRST YEAR OF GREEK** (completed). (60) Spring, 1922. Mj. Mother M. Irma.
3. Xenophon: **ANABASIS**, Book I, and selections from the **MEMORABILIA**; study of inflectional forms, syntax, vocabulary; exercises in rapid reading. (48) Autumn, 1922. Mj. Miss Boyer.
4. Xenophon: **ANABASIS**, Books II-IV; Grammatical drill. (48) Winter, 1923. Mj. Miss Boyer.
5. Homer: **ILIAD**, Books I-VI; Grammatical drill. (48) Spring, 1923. Mj. Miss Boyer.
6. Homer: **ODYSSEY**, nine to twelve books; prose composition. (48) Autumn, 1923. Mj.
7. Plato: **APOLOGY AND CRITO**; prose composition. (48) Mj. Spring, 1922. Miss Boyer.
8. Introduction to Greek Tragedy. Sophocles' **ANTIGONE** and Euripides' **MEDEA**; collateral reading of the history of Greek tragedy and theatre. (48) Mj. Spring, 1922. Miss Boyer.
9. History of Greek Literature. Ionio-Dorian, Attic, Alexandrine and Graeco-Roman periods. Lectures and assigned readings. (48) Mj.

Latin

- 1A. Elementary Latin. Five hours a week throughout the quarter. (60) Mj.
- 1B. Caesar. Books II, III and IV of Caesar's **De Bello Gallico**: review of syntax. Five hours throughout one quarter. (60) Mj.
- 2A. Cicero. Four Orations against Cataline. (60) Mj.
- 2B. Cicero. **Pro Lege Manlia** and **Pro Archia**. Study of Cicero's literary style; prose composition. (60) Mj.
- 3A. Vergil: **Aeneid**. Books I-II; study of prosody and word derivation. (60) Mj.
- 3B. Vergil: **Aeneid**. Books III-VI; prose composition. (60) Mj.
- *4A. Cicero: **DE SENECTUTE**. Translation; the writing of Latin. (30) M. Autumn, 1922. Miss Boyer.
- *4B. Terence: **PHORMIO**. The object of this course is to gain ability to read continuous pages of Latin with speed. (30) M. Autumn, 1922. Miss Boyer.
- *5A. Livy: Book **XXI** and selections from Books I and **XXII**. (30) M. Winter, 1923. Miss Boyer.
- *5B. Catullus: Selections from Catullus. (30) M. Winter, 1923. Miss Boyer.
- *6. Horace: Odes and Epodes. Analysis of thought and general interpretation; study of metrical form. (60) Mj. Spring, 1923. Miss Boyer.
- *7. Vergil: **Aeneid**, Books VII-XII. A rapid reading course with a topical study of several great themes connected with the **Aeneid**. Mj.
- *8. Ovid: Selections from the **Epistulae**, **Amores**, **Fasti**, **Metamorphoses** and **Tristia**. A general study of the life and works of Ovid and of his place in Roman literature. Mj.
- *9. Tacitus: **The Dialogus**, **Agricola** and **Germania**. (48) Mj.
- *10. Latin Literature. Lectures and assigned readings on the history of Latin Literature from its earliest beginnings to the end of the second century of the Christian era. (48) Mj.
- *11. Church Latin. The authors read are Tertullian, St. Jerome, St. Ambrose and St. Augustine. Special attention is paid to the syntax and style of Church Latin and the influence of Classical Latin upon it. Mj.
- *12. Seneca: **Tragedies**. Three or four of the tragedies are studied in detail with special reference to Seneca's style and dramatic art. Other tragedies are read rapidly and studied for their philosophical content. (48) Mj.

Romance Languages

French

The instruction in this department is under the direction of Sister Mary Louis, Professor of Romance Languages, and Dr. Langer, Associate Professor of French. The student will be guided by the head of the department in the selection of the nine courses which will make a principal sequence. Courses 1, 2, and 3 will not receive credit unless taken consecutively. Students who offer one unit of French on admission will begin with Course 3. Those who receive credit for two units will begin with Course 4, and students offering three units at entrance must take Course 5.

1. Elementary French. Text: *Premiere Annee de Francais*, Bovee; *Le premier livre de Meras*; practical phonetics and writing from dictation. (60) Mj. Autumn, 1922. Dr. Langer.
2. Elementary French (continued). Text: *Premiere Annee de Francais*, Bovee, used for grammar and reading; Castarede, *The French Verb*; *le deuxieme livre de Meras*. Daily oral and written exercises. (60) Mj. Winter, 1923. Dr. Langer.
3. Intermediate French. Syntax. Nitzie and Wilkins, *Handbook of French Phonetics*. Special study of irregular verbs. Simple compositions, oral and written. Selected readings. (60) Mj. Spring, 1923. Dr. Langer.
4. Intermediate French (continued). Koren, *French Composition*. Sand, *LA MARE AU DIABLE*; Bornier, *LA LIZARDIERE*. Exercises in speaking and writing French. (60) Autumn, 1922. Dr. Langer.
5. Advanced French. A rapid-reading course, conducted to a considerable extent in French. Weekly exercises: letter-writing; oral and written summaries based on the reading. Special study of idioms and tense uses. Class and collateral reading of about 350 pages from three or more of these texts: Daudet, *TARTARIN DE TARASCON*; Pailleron, *LE MONDE OU L'ON S'ENNUIE*; France, *LE CRIME DE SYLVESTRE BONNARD*; Dumas, *LA QUESTION D'ARGENT*; Taine, *LES ORIGINES DE LA FRANCE CONTEMPORAINE*; Loti, *PECHEUR D'ISLANDE OR ROMAN D'UN ENFANT*; les Cent meilleurs poemes lyriques. (60) Mj. Winter, 1923. Dr. Langer.
6. Advanced French (continued). Conducted largely in French. Careful reading of more difficult modern French texts, with increased attention to their character as literature. Daily oral and weekly written summaries based on the reading. Continued study of idioms. Class and collateral reading of about 500 pages. (60) Mj. Spring, 1923. Dr. Langer.
- *7. Cours de style. Principes generaux, exercices pratiques de composition francaise.
- *8. Theatre de Moliere. Study of Moliere's plays and of their social setting. (48) Spring, 1922. Sister Mary Louis.
- *9. Theatre choisi de Corneille et de Racine. Study of the character and form of the classic drama. Representative plays with illustrative collateral reading.
- *10. Les Moralistes au XVIIe siecle. A study of the philosophical, social and educational ideas in the seventeenth century, based upon selected readings of La Bruyere, La Fontaine and Fenelon.
- *11. La Comedie au XIXe siecle. Comedie de moeurs: Scribe, Augier, Pailleron; comedie a these: Becque, Hervieu, Brieux. Studies in theme and technique.
- *12. Survey of French Literature. A general survey of French literary activity from 1600 to 1850, with emphasis on the drama and novel. (48) Mj. Winter, 1922. Sister Mary Louis.
- *13. Nineteenth Century Drama. The Romantic, the realistic, and the contemporary drama. Lectures and interpretation of plays.

- *14. Contemporary Modern Novel. Selected works of Bourget, Bazin and Bordeaux. Reports. Lectures.
- *15. Methods of Teaching French. Methods of instruction in phonetics, grammar, reading and literary interpretation as applied to teaching elementary and advanced French. Visits to Chicago High School Classes in French; reports on assigned topics; supervised teaching. (48) $\frac{1}{2}$ Mj. Winter, 1923 and $\frac{1}{2}$ Mj. Spring, 1923. Sister Mary Louis.
- *16. Le Classicisme. Discussion of the significant literary works of Corneille, Racine, Moliere, Boileau, Bossuet, Pascal, Descartes, La Preciosite. Special attention will be given to the drama. Lectures in French. (48) Autumn, 1922. Sister Mary Louis.
- *17. Le Reaction contre le classicisme. Etude des Salons et des Encyclopedists; Lesage, Marivaux, Montesquieu and Voltaire. Lectures in French. Collateral readings.
- *18. L'Avenement du Romantisme. Origin and development of romanticism in French literature based on works of Rousseau, Mme. de Stael, Chateaubriand, de Saint Pierre, and Voltaire. Lectures and collateral readings. (48) Winter, 1923. Sister Mary Louis.
- *19. Le Mouvement Romantique. A study of romanticism; reading of selected works of Chenier, Lamartine, Vigny, Musset and Hugo. (48) Spring, 1923. Sister Mary Louis.
- *20. Practical Phonetics. A study of formal and informal modern spoken French. The sounds and their production, the stress-group, intonation of the spoken phrase. Use of phonograph in preparation. Exercise on the various types of prose and poetry.

Spanish

Instruction in this department is under the direction of Sister Mary Louis. No credit is given for Courses 1, 2 and 3, unless they are taken consecutively. Nine starred courses in Spanish form a principal sequence.

- 1. Introductory Spanish. The elements of grammar. Special attention to training in pronunciation. The regular verb and the common irregular verb. Espinoza and Allen: *Spanish Grammar*, Part I; Roessler and Remy: *A First Spanish Reader*, about 100 pages. Mj.
- 2. Introductory Spanish (continued). Grammar and exercise in composition. Colloquial drill daily. Mj.
- 3. Intermediate Spanish. Special study of irregular verbs, simple idioms, simple composition. Class and collateral readings of 250 pages from representative modern literature. (60) Mj. Autumn, 1922. Sister Mary Louis.
- *4. Intermediate Spanish (continued). Composition and conversation based on Umphrey, Parts II, III and IV. Reading of about 250 pages from three to four texts. This course is designed to give the student a practical command of Spanish as a medium of expression. (60) Mj. Winter, 1923. Sister Mary Louis.
- *5. Advanced Spanish. Reading course conducted largely in Spanish. Weekly themes based on readings from selected modern authors. Special study of tense; idioms. (60) Mj. Spring, 1923. Sister Mary Louis.
- *6. Advanced Spanish (continued). Conducted in Spanish. Weekly summaries based on readings. 500 pages of class and collateral readings of more difficult modern text with attention to character as literature. Mj.
- *7. Modern Drama. Reading and interpretation of representative Spanish plays. (48) Mj. Autumn, 1922. Sister Mary Louis.
- *8. Contemporary Readings. Selections from contemporary authors. (48) Mj.
- *9. Introduction to Spanish Classics. Santa Teresa, Don Quixote and Gil Blas. (48) Mj. Winter, 1923. Sister Mary Louis.

- *10. Spanish American Writers. Modernist Evolution from Gutierrez Najera to Dario supplemented by written reports in Spanish.
- *11. Classic Drama. Selected plays from Lope de Vega, Calderon and Tirso de Molina.
- *12. Survey of Spanish Literature from 1500 to 1900. (48) Mj. Spring, 1923.
Sister Mary Louis.

Italian

Instruction in this department is under the direction of Sister Mary Louis, Professor of Romance Languages. No credit is given for Courses 1, 2 and 3 unless they are taken consecutively. Any nine courses in Italian may be used as a principal sequence.

1. Elementary Italian. Grandgent, ITALIAN GRAMMAR; Wilkins, NOTES ON ITALIAN GRAMMAR; Wilkins and Altrocchi, ITALIAN SHORT STORIES. Special attention is given to training in pronunciation. Practice in identifying forms and constructions, in translations, and in reading the text in Italian. (60) Mj. Autumn, 1922.
2. Elementary Italian (continued). Grammar review and daily work in compositions. Manzoni, I PROMESSI SPOSI; Goldoni, LA LOCANDIERA. (60) Mj. Winter, 1923.
3. Intermediate Italian. Contemporary Italian prose; Marinoni, ITALIAN READER; Farina, FRA LE CORDE DI UN CONTRABASSO. Oral and written composition. (60) Mj. Spring, 1923.
4. Advanced Italian. Modern Italian Poetry: A study of the life and works of Leopardi; the ideas and conditions of Italy in the early nineteenth century as reflected in the life and works of Carducci. (60) Mj.
5. Dante: The Predecessors of Dante and the Vita Nuova. This course deals with the history and literature of Italy in the thirteenth century and in particular with the life and early writings of Dante. It is designed to serve as an introduction to the study of the Divina Comedia. (48) Mj.
6. Dante: The Divina Comedia. The Inferno and the first nine cantos of the Purgatorio are read. (48) Mj.
7. Dante: The Divina Comedia (continued). The Purgatorio is completed; the Paradiso. (48) Mj.
8. Il Dolce Stil Nuovo. The poets of the thirteenth century, with special attention to Guido Guinizelli and Guido Cavalcanti. (48) Mj.
9. Petrarch. Reading and interpretation of the Sonetti e Canzoni. (48) Mj.
10. Petrarch. The Canzoniere (ed. Carducci and Ferrari), the Trionfi, and the Secretum (trans. Develay). Petrarch as Humanist. His influence in the early Renaissance. (48) Mj.

German

The instruction in this department is under the direction of Sister Mary Camillus. Nine of the starred courses form a principal sequence. Credit for Courses 1, 2 and 3 is not allowed unless they are taken consecutively.

1. Elementary German. Grammar and easy reading for beginners. Dictation. (60) Spring, 1922 Mj.; Summer, 1922 Mj.
2. Elementary German (continued). Continues and extends 1 to include the passive voice and the subjunctive, and calls for extensive reading of easy prose. (60) Winter, 1922 Mj.; Summer, 1922 Mj.; Autumn, 1922 Mj.
3. Intermediate German. Devoted primarily to the reading of easy, modern prose. The text read in class will serve as the drill ground for grammar. (60) Spring, 1922 Mj.; Summer, 1922 Mj.; Winter, 1923 Mj.
4. Elementary Prose Composition. Grammar review. Boezinger: ERSTES AUFSATZBUCH is the text used during first term. Composition based on Wildenbruch: DAS EDLE BLUT during the second term. (60) Autumn, 1922 Mj.

- *5. **Modern Prose Readings.** The special purpose of this course is to afford, through the study of moderately difficult, interesting prose, systematic drill in word-composition, word-derivation, the relationship of English and German words, and the principles of elementary syntax. (60) Spring, 1923. Mj.
- *6. **German Plays.** Reading and discussion in class of Freytag: **DIE JOURN-ALISTEN**, and Ernst: **FLACHSMANN ALS ERZIEHER**. (60) Winter, 1923 Mj.
- 7. **Scientific German.** The reading selections are taken from German authors on biological, chemical and physical topics. (60) Mj.
- *8. **Modern German Drama.** Rapid reading of dramas by Kleist, Grillparzer, Hebbel and others. (48) Spring, 1923. Mj.
- *9. **Intermediate German Composition.** Daily short themes; weekly long theme. (60) Autumn, 1923. Mj.
- *10. **The Classical Period.** Reading of principal literary products of this period. Reports on assigned topics. (48) Summer, 1923 Mj.
- *11. **German Romanticism.** A rapid reading course in the writings of the German Romantic School. Text: Porterfield, **German Romanticism**. (48) Mj.
- *12. **Outline History of German Literature** from earliest times to 1500. Informal lectures upon the main currents and products of the national literature, supplemented by assigned readings and quizzes. The selections from the Old High German and Middle High German literature will be read in Modern German translations. (48) Mj.
- *13. **Outline History of German Literature** since 1500. This is a continuation of 12 and follows the same general plan. Selected works of Goethe, Schiller, Kleist, Heine, Eichendorff, Grillparzer, Hauptmann and Sudermann are read. (48) Mj.
- *14. **German Fiction** since 1832. A history of the development of the short story and of the novel. Assigned readings and reports. (48) Mj.

Biology

The instruction in this department is under the direction of Dr. A. W. Bellamy. As a principal sequence, the student may select nine of the starred courses. When the principal sequence for a B. S. degree is Biology, the secondary sequence must be either Chemistry or Mathematics. When Biology is the principal sequence for the Ph. B. degree, any six starred courses from one of the following departments may be offered as a secondary sequence: English, History, Romance Languages, German, Education or Philosophy.

(Laboratory fee for each major is \$5.00.)

- 1. **General Botany.** Structure, physiology, natural history and uses of plants. 36 lecture hours and 72 laboratory hours. Mj.
- 2. **Plant Ecology.** Plants in relation to their environment. Field work in the greenhouses and parks near the College. Laboratory exercises and field trips to the country. Mj.
- 3. **General Zoology.** A study is made of typical forms from the principal animal phyla with special reference to their morphology and physiology. The course serves as an introduction to the general principles and concepts of Zoology. 36 lecture hours and 72 laboratory hours. Mj. Spring, 1922. Dr. Bellamy.
- *4. **Invertebrate Zoology 1.** The student is given opportunity to become familiar with the morphology, development and life histories, and relationships of the lower invertebrates. A number of typical forms of Protozoa, Porifera, Coelenterata, Platyhelminthes, Nematelminthes, Rotifera and Echinodermata are studied in detail in the laboratory. Lectures, laboratory dissections and demonstrations. Prerequisite: Biology 3 or equivalent. 36 lecture hours and 72 laboratory hours. Mj.
- *5. **Invertebrate Zoology 2.** Continuation of Course 4, but with special reference to the Annelida, Mollusca and Arthropoda. Prerequisite: Biology 3 and 4. Mj.

- *6. **Vertebrate Zoology.** Various vertebrate types are studied with special reference to their comparative anatomy, ontogeny, and relationships. Each important system of organs is followed through the vertebrate series with the aid of laboratory dissections, demonstrations, readings and discussions. Prerequisite: Biology 3 or equivalent. Mj. Autumn, 1922. Dr. Bellamy.
- *7. **Histology.** A study of the histological structure of animals from a functional and ontogenetic point of view and with some reference to phylogenetic relationships. Laboratory work consists in the study of prepared slides and practice in histological technique. Lectures and discussions. Prerequisite: Biology 3. Mj.
- *8. **Mendelism.** A study of Mendelian and Neo-Mendelian principles of heredity. Discussion of the theories of heredity, development, evolution and behavior. Laboratory experiments and lectures. Prerequisite: Biology 3. Mj. Winter, 1922. Dr. Bellamy.
- *9. **General Embryology.** Embryological principles are discussed with reference to general biological problems. A study is made of the development of the chick and pig with some reference to the early stages of development in other vertebrates. Laboratory work and lectures. Prerequisites: Biology 3 and 6. Mj. Winter, 1923. Dr. Bellamy.
- *10. **General Entomology.** Study of the principal insect groups with reference to their general biological aspects, morphology, relationships and economic importance. Lectures, field work, dissections and life history studies. Prerequisite: Biology 3. Mj. Summer, 1922.
- *11. **Ornithology.** A study of the common birds of the vicinity. Lectures; assigned readings; field trips. Mj. Spring, 1923. Dr. Bellamy.
- *12. **Parasitology.** A study of animal parasites with reference to general biological effects of parasitism on the parasite and host. Discussion of parasites in relation to the diseases of man and domestic animals. Mj. Summer, 1923.
- *13. **The Teaching of Zoology.** An informal course. Lectures and assigned readings. Opportunity is afforded for practice work in conducting the work of laboratory sections. Reports on inspection tours of Public High Schools of Chicago. Mj.
- *14. **Bacteriology.** Lectures on the fundamental facts of bacteriology, including brief discussions of the industrial and hygienic applications of bacteriology. Yeasts and moulds and several groups of bacteria are studied. Prerequisite: General Inorganic Chemistry and Biology 3. Mj.

Physics

(Laboratory fee for each major is \$5.00.)

Only one year of College Physics is offered. This deals principally with the development of physical facts and is mainly experimental. No knowledge of physics is presupposed, but Trigonometry is a prerequisite. Students are expected to use a text-book; at present Ried and Guthe's **College Physics** is used.

1. **Mechanics and Molecular Physics.** A general college course in mechanics and molecular physics. One lecture and one recitation period each week. Six hours of laboratory work each week. Mj. Autumn, 1922.
2. **Heat and Sound.** The instruction in this course is given by means of lectures, quizzes, regular problem papers and required private reading. Six hours of laboratory work each week. Mj. Winter, 1923.
3. **Electricity and Light.** The instruction is given by lectures, supplemented by discussions of assigned topics. Private reading and outside preparation will take about six hours a week. Six hours of laboratory work each week. Mj. Spring, 1923.

Chemistry

(Laboratory fee for each major is \$5.00.)

Courses 1, 2 and 3 are consecutive courses designed to meet the wants, not only of those who wish to go more deeply into chemistry, but of all who wish to study the science as part of a liberal education. Courses 2, 3, 4, 5, 6, 7, and Physics 1, 2 and 3 combined form a principal sequence.

1. General Inorganic Chemistry I. Lectures, three hours a week; laboratory, six hours a week. Prerequisite: Preparatory Physics. Mj. Summer, 1922. Dr. Lundvick. Mj. Autumn, 1922.
2. General Inorganic Chemistry II. Lectures, three hours a week; laboratory, six hours a week. Mj. Winter, 1922. Dr. McKluskey. Mj. Winter, 1923.
3. General Inorganic Chemistry III. Lectures, three hours a week; laboratory, six hours a week. Mj. Spring, 1922. Dr. McKluskey. Mj. Spring, 1923.
4. Elementary Organic Chemistry. Recitations and lectures, three hours a week; laboratory, six hours a week. Mj. Spring, 1923. Miss.
5. Qualitative Analysis I. The lectures deal with the chemistry of the analytical reactions, and special attention is given to the development and application of the laws and equilibrium and of solutions. A lecture will be given every day for the first two weeks. Laboratory eight hours a week and lectures two hours a week after beginning with the third week. Mj. Spring, 1922. Miss McKluskey. Mj. Autumn, 1922. Miss.
6. Qualitative Analysis II. (Continuation of Course 5) Laboratory eight hours a week; lectures one hour a week. Mj. Winter, 1923. Miss.
7. Quantitative Analysis I. Laboratory work in gravimetric and volumetric analysis. Laboratory eight hours and lectures one hour a week. Mj. Spring, 1923. Miss.
8. Food Chemistry. Study of the chemistry of fats, carbohydrates, proteins, as food constituents. Prerequisite: Organic Chemistry. Mj.

Mathematics

The instruction in this department is under the direction of Miss Reichelderfer. Principal sequence: Courses 3, 4, 5, 6, 9, 10, 12 and two other starred courses. When Mathematics is the principal sequence for the B. S. degree, the secondary sequence must consist of six starred courses in either Chemistry or Biology.

1. Advanced Algebra. Quadratic equations and other topics of the third semester of Algebra in the secondary school. For students who offer only one unit of algebra at entrance. (60) Mj. Autumn, 1922. Miss Reichelderfer.
2. Solid Geometry. Preceded by a rapid review of Plane Geometry. (60) Mj. Summer, 1922. Miss Mossman. Mj. Winter, 1923. Miss Reichelderfer.
- *3. Plane Trigonometry. The solution of triangles by natural functions and logarithms. Properties of the trigonometric functions treated analytically and graphically. Wilczynski's text is used. (60) Mj. Spring, 1922; Miss Mossman. Mj. Spring, 1923; Miss Reichelderfer.
- *4. College Algebra. The notion of variable and function, and their geometric representation. Undetermined co-efficients, permutations, combinations, and probability. (Prerequisite: Course 1 or equivalent.) (60) Mj. Winter, 1922; Miss Mossman. Mj. Autumn, 1922; Miss Reichelderfer.

- *5. Plane Analytic Geometry. Rectangular, oblique, and polar co-ordinates in the plane. The relation between a curve and its equation. The algebra of a variable pair of numbers and the geometry of a moving point. Application to the properties of straight lines, circles, conic sections and other plane curves. (Prerequisite: Course 3.) (48) Mj. Spring, 1922; Miss Mossman, Mj. Autumn, 1922; Miss Reichelderfer.
- *6. Differential Calculus. Derivatives; maxima and minima; curve tracing; Maclaurin's and Taylor's Series; indeterminate forms; partial derivatives; applications to geometry and physics. (Prerequisite: Courses 3 and 5 unless 5 is taken simultaneously.) (48) Mj. Spring, 1922; Miss Mossman. Mj. Autumn, 1922, and Mj. Spring, 1923. Miss Reichelderfer.
7. Solution of Numerical Equations. Isolation of the real roots by graphic methods and by use of Sturm's functions; Newton's and Horner's methods of solution: algebraic solution of cubic and quartic equations. Text: Dickson's ELEMENTARY THEORY OF EQUATIONS. (24) M. Winter, 1922. Miss Reichelderfer.
8. Determinants and Symmetric Functions. With applications to systems of linear equations and the theory of elimination. Text and prerequisite as in Course 7. Students may enter without Course 7 if thoroughly familiar with college algebra. (24) M. Spring, 1923. Miss Reichelderfer.
- *9. Solid Analytic Geometry. Text: Osgood and Graustein's SOLID ANALYTIC GEOMETRY. (48) Mj. Winter, 1923. Miss Reichelderfer.
- *10. Integral Calculus. The nature of integration and of its applications to geometry and physics; solution of numerous problems; use of table of integrals. (Prerequisite: Course 6.) (48) Mj. Spring, 1923. Miss Reichelderfer.
- *11. Advanced Calculus. Applications of the calculus and a brief treatment of differential equations. (48) Mj.
- *12. Theory of Equations. The fundamental properties of algebraic equations, their transformation, and the approximate determination of their roots. Determinants, symmetric functions, and invariants. (48) Mj. Summer, 1923. Miss Reichelderfer.
- *13. The Teaching of Secondary Mathematics. This course covers the general theory of the teaching of Algebra and Geometry in the High School. Observation work in the secondary schools of Chicago. (48) Mj. Spring, 1922. Miss Mossman.
- *14. History of Mathematics. This course is intended to assist the mathematical student to identify herself intelligently with the men and movements which are making for mathematical advancement at the present time. (48) Mj. or (24) M.
- *15. Differential Equations. A study of the different types of differential equations and of the standard methods of their solution. (48) Mj.

Degrees Conferred

June 15, 1922

BACHELOR OF ARTS

Genevieve Isabel Cook.....Chicago, Illinois

BACHELOR OF PHILOSOPHY

Ruth Veronica Barlow.....Chicago, Illinois

Margaret Mary Emonds.....Tiffin, Ohio

Margaret Mary Reilly.....Chicago, Illinois

Sister Agnes Marie (Mercy).....Chicago, Illinois

Sister Mary of the Angels (Mercy).....Chicago, Illinois

Register of Students*

1921-1922

Summary

Freshmen	78
Sophomores	29
Juniors	24
Seniors	8
Unclassified	5
Post Graduates	9
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Total	153

s.—Summer Session, 1921.

A.—Autumn Quarter, 1921.

W.—Winter Quarter, 1922.

S.—Spring Quarter, 1922.

Aurelius, Berenice	A. W. S.	Chicago
Bajorin, Sophia	A. W. S.	Chicago
Barber, Blanche	A. W. S.	Chicago
Barlow, Ruth	A.	Chicago
Barry, Mary	A. W. S.	Chicago
Blais, Genevieve	A. W. S.	Chicago
Blake, Sister Mary Prudentia	A. W. S.	Chicago
Blandina, O. S. B. Sister M.	s.	Saint Cloud, Minn.
Bogan, Sister M. Inez	s. A.	Chicago
Bohan, Mary	A. W. S.	Bangor, Me.
Bourke, Sister Mary Paula	S.	Chicago
Bourke, Amanda	s.	Chicago
Brennan, Marie	A. W. S.	Chicago
Brest, Mabel, Romaine	A. W. S.	Lincoln
†Brewster, Sister M. Natalia	W. S.	Chicago
Brinskelle, Mary	W. S.	Birmingham, Ala.
Brothers, Dorothy	A. W. S.	Chicago
Buckle, Leta	A. W. S.	Chicago

*Where no state is listed Illinois is understood.

†Deceased.

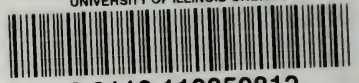
Buckley, Sister M. Marina.....	A. W. S.....	Chicago
Burns, Elizabeth.....	A. W. S.....	Oconomowoc, Wis.
Burns, Sister Helen Marie.....	s.....	Chicago
Canning, Sister M. Lioba.....	A.....	Chicago
Cassidy, Sister M. Martina.....	W. S.....	Chicago
Cavanaugh, Sister M. Modesta.....	A. W. S.....	Chicago
Cawley, Sister M. Lucetta.....	S.....	Chicago
Cloonan, Sister M. Matthew.....	A.....	Chicago
Coffey, Sister M. Remigius.....	A. W. S.....	Chicago
Coleman, Sister M. Agnita.....	A.....	Chicago
Convey, Sister M. Fidelis.....	A. W. S.....	Chicago
Conway, Sister M. Aquinata.....	A. W. S.....	Chicago
Cook, Genevieve.....	A. W. S.....	Chicago
Corbett, Sister M. Bernardus.....	A.....	Chicago
Courtney, Sister M. Madeleine.....	s. A. W. S.....	Chicago
Craine, Sister M. Genevieve.....	s. A. W. S.....	Chicago
Creegan, Sister M. Bertha.....	s. A. W. S.....	Chicago
Croarkin, Sister M. Placida.....	s. A. W. S.....	Chicago
Crowley, Sister M. Aurelia.....	s. A. W. S.....	Chicago
Crowley, Sister M. Evarista.....	A. W. S.....	Chicago
Curley, Frances.....	A. W. S.....	Chicago
Cushman, Sister M. Annette.....	s. A. W. S.....	Chicago
Cusick, Sister M. Austin.....	A. W. S.....	Chicago
Dawson, Sister M. Patricia.....	s. A. W. S.....	Chicago
Delaney, Frances.....	A. W. S.....	Joliet
Desenberg, Nannette.....	A.....	Chicago
Donlan, Mary Frances.....	A. W. S.....	Chicago
Doody, Sister M. Demetria.....	A. W. S.....	Chicago
Dooley, Agnes.....	A. W. S.....	Chicago
Dunne, Miriam.....	A. W. S.....	Chicago
Emonds, Margaret.....	A. W. S.....	Tiffin, Ohio
Engbring, Gertrude.....	s. A. W. S.....	Effingham
Engbring, Hilda.....	A. W. S.....	Effingham
Evans, Sister M. Zita.....	A. W. S.....	Chicago
Fallon, Sister M. Rosita.....	S.....	Chicago
Farrell, Sister M. Emillian.....	A. W.....	Chicago

Feldman, Bonnie	A. W. S.	Mason City, Iowa
Fitzgerald, Sister M. Niceta	A. W. S.	Chicago
Flanagan, Sister M. Evangelist	S.	Chicago
Flynn, Anna	A. W. S.	Akron, Ohio
Gallagher, Sister M. Serena	A.	Chicago
Gallaghue, Sister M. Monica	A. W. S.	Chicago
Gaynor, Sister M. Helene	A. W. S.	Chicago
Goggin, Eleanor	A. W. S.	Chicago
Gorman, Mary	W. S.	Chicago
Granger, Rosella	A. W. S.	Bourbonnais
Granger, Lucille	A. W. S.	Sioux City, Iowa
Griffin, Sister M. Domitilla	A.	Chicago
Griffin, Sister M. Ambrose	A. W. S.	Chicago
Grogan, Mildred	W. S.	Chicago
Grossenbacher, Sister M. Blanche	s. A. W. S.	Chicago
Hannon, Sister M. Joseph	s. A. W. S.	Chicago
Hayes, Elizabeth	A. W. S.	Naperville
Hayes, Sister M. Timothea	s.	Chicago
Healy, Sister M. Gerald	s. A. W. S.	Chicago
Healy, Mary	A. W. S.	Chicago
Heffernan, Sister M. DeLourdes	A.	Chicago
Hillemeyer, Marion	A. W. S.	Chicago
Hogan, Sister Stella Maria	s.	Chicago
Hogan, Anna	A.	Chicago
Holahan, S. M. B.	A.	Chicago
Holland, Sister M. Charlotte	s. A.	Chicago
Huber, S. M. B.	W. S.	Chicago
Jennings, Kathryn	A. W. S.	Chicago
Kearney, Sister M. Winifred	A.	Chicago
Kelley, Sister M. Evangeline	W. S.	Chicago
Kelley, Sister M. Rosalie	A.	Chicago
Kerin, Margaret	s. A. W. S.	Chicago
Kielpinski, C. R. Sister Louise	s. A. W. S.	Chicago
Kienberger, Sister M. Dominic	s. A. W. S.	Chicago
King, Sister M. Leocadia	A.	Chicago
Koelzer, Sister M. Donatus	s. A. W. S.	Chicago

Lannon, Sister M. Seraphia	A.	Chicago
Larney, Sister M. Wilfred	s. S.	Chicago
Laughlin, Sister M. Pulcharia	W. S.	Chicago
Lavelle, Sister M. Bernardine	A.	Chicago
Leger, S. M. C.	S.	Chicago
Loftus, Margaret	A. W. S.	Chicago
MacKinnon, Florence	A. W. S.	Chicago
Magner, Sister M. Robertine	s. A.	Chicago
Malatesta, Sister M. Laurence	s.	Chicago
McAnnaley, Sister M. Anastasia	s.	Chicago
McCarthy, Agnes	A. W. S.	Chicago
McCorry, Catherine	S.	Chicago
McDonough, Sister M. Charles	A.	Chicago
McEnroe, Sister M. Christopher	W. S.	Chicago
McIntyre, Mary	A. W. S.	Chicago
McKugo, Margaret	A.	Chicago
McManus, Sister M. Anacleta	s. A. W. S.	Chicago
Mize, Aileen	A. W. S.	Oklahoma City, Okla.
Mombleau, Sister M. Clarissa	S.	Chicago
Mooney, Sister M. Regis	A. W. S.	Chicago
Moore, Ruth	A. W. S.	Chicago
Mulligan, Sister M. Albina	S.	Chicago
Murphy, Sister M. Eugenia	A.	Chicago
Murphy, Virginia	A. W. S.	Chicago
Murray, Sister M. Kathleen	A.	Chicago
Myers, Mary	W. S.	Chicago
O'Brien, Sister M. Adrian	s. A. W. S.	Chicago
O'Brien, Helen	A. W.	Chicago
O'Connor, Lillian	A. W. S.	Edina, Mo.
O'Connor, Gladys	A. W. S.	Edina, Mo.
O'Gara, Alice	A. W. S.	Chicago
O'Malley, Sister M. Celine	s. S.	Chicago
O'Malley, Sister M. Pretiosa	A. W. S.	Chicago
O'Reilly, Rosalie	A. W. S.	Chicago
O'Shea, Sister M. Seraphine	A. W.	Chicago
Parsons, Madeline	A. W. S.	Detroit, Mich.
Power, Henrietta	A.	Chicago

Reeves, Sister M. Albeus	A. W.	Chicago
Reilly, Margaret	s. A. W. S.	Chicago
Rourke, Sister M. Giralda	A. W. S.	Chicago
Roebuck, Mary	A. W. S.	Chicago
Ryan, Theresa	W. S.	Chicago
Ryan, Sister M. Aloyse	A. W. S.	Chicago
Schmidt, Elizabeth	S.	Chicago
Schmidt, Rose	A. W. S.	Chicago
Schnadig, Babbette	A.	Cihcago
Sedlack, Henrietta	A. W. S.	Chicago
Shannon, Lillian	W. S.	Chicago
Simon, Sister M. of the Angels	s. A. W. S.	Chicago
Smith, Sister M. Laurentine	s. A. W. S.	Chicago
Smyth, Sister Agnes Marie	s. A. W. S.	Chicago
Sweeney, Sister M. Baptista	s. S.	Chicago
Tansey, Agnes	W. S.	Chicago
Towner, S. M. L.	A. W. S.	Chicago
Townsend, Sister M. Bertina	s. A. W. S.	Chicago
VanWagner, Jeanette	s. A. W. S.	Chicago
Wallace, Mary	A. W. S.	Chicago
Walsh, Sister M. Leonore	A. W. S.	Chicago
Walsh, Sister M. Evelyn	A. W. S.	Chicago
Webb, S. M. C.	A. W. S.	Chicago
Wilkie, Sister M. Sylvester	A.	Chicago
Young, Anna	A. W. S.	Chicago

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